

An Early Years Teacher must:	
1. Set high expectations which inspire, motivate and challenge all children.	
1.1	Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.
1.2	Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.
1.3	Demonstrate and model the positive values, attitudes and behaviours expected of children.
2. Promote good progress and outcomes by children.	
2.1	Be accountable for children's progress, attainment and outcomes.
2.2	Demonstrate knowledge and understanding of how babies and children learn and develop.
2.3	Know and understand attachment theories, their significance and how effectively to promote secure attachments.
2.4	Lead and model effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
2.5	Communicate effectively with children from birth to age five, listening and responding sensitively.
2.6	Develop children's confidence, social and communication skills through group learning.
2.7	Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.
3. Demonstrate good knowledge of early learning and EYFS.	
3.1	Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.
3.2	Demonstrate a clear understanding of how to widen children's experience and raise their expectations.
3.3	Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.
3.4	Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.
3.5	Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.
4. Plan education and care taking account of the needs of all children.	
4.1	Observe and assess children's development and learning, using this to plan next steps.
4.2	Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.
4.3	Promote a love of learning and stimulate children's intellectual curiosity in partnership with parents and/or carers.
4.4	Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.
4.5	Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.
5. Adapt education and care to respond to the strengths and needs of all children.	
5.1	Have a secure understanding of how a range of factors can inhibit children's learning and development and how best to address these.
5.2	Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.
5.3	Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.
5.4	Support children through a range of transitions.
5.5	Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.
6. Make accurate and productive use of assessment.	
6.1	Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).
6.2	Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
6.3	Give regular feedback to children and parents and/or carers to help children progress towards their goals.
7. Safeguard and promote the welfare of children, and provide a safe learning environment.	
7.1	Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.
7.2	Establish and sustain a safe environment and employ practices that promote children's health and safety.
7.3	Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.
8. Fulfil wider professional responsibilities.	
8.1	Promote equality of opportunity and anti-discriminatory practice.
8.2	Make a positive contribution to the wider life and ethos of the setting.
8.3	Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.
8.4	Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.
8.5	Take responsibility for leading practice through appropriate professional development for self and colleagues.
8.6	Reflect on and evaluate the effectiveness of provision, and shape and support good practice.
8.7	Understand the importance of and contribute to multi-agency team working.